DOCUMENT RESUME

ED 338 297 JC 910 516

AUTHOR	Parnell, Dale; Philips, Al
TITLE	A Study on the Delivery of Lower Division Collegiate Programs and Services in the Metropolitan Oklahoma City Region for the Oklahoma State Regents for Higher Education.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C.
SPONS AGENCY	Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE	12 Sep 90
NOTE	43p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrative Organization; College Administration; College Bound Students; *College Planning; Community Colleges; Educational Assessment; Expenditure per Student; Financial Support; Higher Education; *Intercollegiate Cooperation; *School District Reorganization; State Universities; *Statewide Planning; Two Year Colleges; *Undergraduate Study; Vocational Education
IDENTIFIERS	*Oklahoma (Oklahoma City)

ABSTRACT

In 1990, the Oklahoma State Regents for Higher Education authorized a study of lower-division education services offered by Central State University, El Reno Junior College, Oklahoma City Community College, Oklahoma State University Technical Branch, and Rose State College--all operating in the Oklahoma City metropolitan area. Special attention was given to the five functions of community colleges (i.e., transfer, technical, developmental, and adult and continuing education, and community service). Drawing from site visits, material furnished by local colleges and state agencies, and visits with state legislators, business/industry leaders, and State Regents, the study examined costs, college-going rates among high school seniors, college funding, and the delivery of services at the five colleges. Recommendations emanating from the study included the following: (1) clarify institutional missions; (2) specify geographic service areas for the three metropolitan community colleges; (3) establish a position of Vice Chancellor for Technical Education; (4) include economic development in college missions; (5) define and allocate technical education program specialties for each college; (6) establish a common course numbering system; (7) give colleges greater flexibility in offering off-campus classes; (8) establish a minority student success incentive program; (9) consider preparing a statewide long-range plan for community college development; and (10) encourage cooperative efforts between local vocational-technical schools and community colleges. Recommendations were also developed related to state funding flexibility, a plan for the development of a new Oklahoma City Community College District, and possible alternatives to the plan. Papers on a Tech Prep/Associate Degree Program for Metropolitan Oklahoma City students and on the basic elements of the community college philosophy are appended. (JMC)

ED338297

A Study on the Delivery of Lower Division Collegiate Programs and Services in the Metropolitan Oklahoma City Region for the Oklahoma State Regents for Higher Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Gollatscheck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

This study has been conducted by

Dale Parnell
President
American Association of Community and Junior Colleges

Assisted by

Al Philips
President Emeritus
Tulsa Junior College

September 12, 1990

BEST COPY AVAILABLE

JC910516

September 12, 1990

Hans Brisch
Chancellor
Oklahoma State Regents for Higher
Education
Oklahoma City, Oklahoma

Dear Chancellor Brisch:

Enclosed herewith is my study on "Delivering of Lower Division Collegiate Programs and Services in the Metropolitan Oklahoma City Region." My principal finding is that a confusing non-system of public colleges are operating under different names, different governing and tax structures, delivering lower division educational services and programs. The situation is compounded by a separate vocational-technical school system operating under yet a different governance and taxing structure offering a significant array of postsecondary services, but operating as a system. By contrast, the five colleges are doing a good job, as a non-system, primarily because the first-rate leaders of these institutions, through your excellent state-level leadership, are making it work by way of cooperative action and just plain hard work.

The major question I continued to ask was how can this non-system of colleges work better? What things can be done in the short- and long-term to help these five colleges fulfill their missions and work together more as a system of colleges to better serve the needs of the citizens of the metropolitan Oklahoma City region? I believe the fulfillment of these recommendations will help solve many of the coordination problems, plus help the five colleges begin to work together as a carefully coordinated system of colleges. All statements and recommendations included in this report are my own and should not reflect upon the American Association of Community and Junior Colleges or anyone else.

Cordially,

Dale Parnell

Dale Parnell
President
American Association of Community and
Junior Colleges

DP/lfs

Enclosure

STATE REGENTS FOR HIGHER EDUCATION AND METROPOLITAN OKLAHOMA CITY PUBLIC COLLEGES INCLUDED IN THIS STUDY

State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, OK 73105
(405)521-2444
FAX: (405)524-9230
Chief Executive: Brisch, Hans
Title: Chancellor

El Reno Junior College
1300 South Country Club Road
Box 370
El Reno, OK 73036
(405)262-2552
FAX: (405)262-7960
Chief Executive: Devane, Larry F.
Title: President
Year Established: 1938
Governance: Local Board of Regents

Oklahoma State University Technical Branch-Oklahoma City
900 North Portland
Oklahoma City, OK 73107
(405)947-4421
FAX: (405)945-3289
Chief Executive: Hooper, James
Title: Vice President/Director
Year Established: 1961
Governance: Board of Regents for A&M Colleges

Central State University
100 North University Drive
Edmond, OK 73060
(405)341-2980
FAX: (405)341-4964
Chief Executive: Lillard, Bill J.
Title: President
Year Established: 1890
Governance: Board of Regents of Oklahoma Colleges

Oklahoma City Community College
7777 South May Avenue
Oklahoma City, OK 73159
(405)682-1611
FAX: (405)686-1159
Chief Executive: Walker, Kenneth
Title: President
Year Established: 1972
Governance: Local Board of Regents

Rose State College
6420 S. E. 15th Street
Midwest City, OK 73110
(405)733-7311
FAX: (405)733-7399
Chief Executive: Nutter, Larry
Title: President
Year Established: 1970
Governance: Local Board of Regents

Introduction

At their March 25, 1990 meeting, the Oklahoma State Regents for Higher Education authorized a study of the delivery of lower division education services offered by four public colleges and constitutent agency, in the Oklahoma City Metropolitan area. These colleges include Central State University, El Reno Junior Colleges, Oklahoma City Community College, Rose State College and constituent agency, Oklahoma State University Technical Branch-Oklahoma City.

It was requested that the study include an analysis of the current system of delivery of lower division postsecondary education services with a review of the financial and tax situation to support these services. It was also requested that the study include an analysis of the current governance structures for the five institutions and endeavor to determine what educational services are being delivered at what differential costs, and for which groups of people.

The Problem

The major goal of the study is to develop recommendations concerning the organization and delivery of lower division instruction in the Oklahoma City Metropolitan area that will maximize quality and efficiency. The study includes:

1. Analysis of the unique characteristics of the current institutions offering lower division instruction in the Oklahoma City Metropolitan area:

   Central State University (CSU)
   El Reno Junior College (ERJC)
   Oklahoma City Community College (OKCCC)
   Oklahoma State University Technical Branch-Oklahoma City (OSUTB)
   Rose State College (RSC)

   Special attention has been given to the five functions of community colleges including transfer education, technical education, developmental education, adult and continuing education, and community service.
2. Determination of relative advantages and disadvantages of separate community college systems versus independent community colleges serving major metropolitan areas.
3. Determination of the impact of unrestricted, restricted, or no local tax support for community colleges on structure, operation, and levels of service of community colleges. Particular attention must be given to the impact of any potential organizational change on current ad valorem revenue received by Oklahoma City Community College and Rose State College.
4. Analysis of academic, legal, political, structural, and operational changes necessary to implement recommendations for improving lower division education and study of the feasibility of their implementation in the current Oklahoma City environment.
5. An analysis of State Regents' ability to focus resources to ensure delivery of quality lower division programs and services in the Oklahoma City metropolitan area.
6. Identification of any underserved Oklahoma City area populations and the potential impact of recommendations on the service to those populations.
7. Impact analysis on economic development and support of business in the Oklahoma City metro-

politan area.

8. Possible need for statutory change in:
   a. 70:4423 on El Reno Junior College, Rose State College, and Oklahoma City Community College.
   b. 70:4415 et seq. for procedures relating to Article X, Section 9B of the Oklahoma Constitution relating to provisions for area school district levies.
   c. Changes in statute and /or Department of Vocational-Technical Education regulations relating to redistricting.
9. Possible need for policy change of the State Regents relating to Functions of Institutions.
10. An analysis of the current planning for programs and services including sharing of facilities, programs, resources, and economies that might be obtained.

The Need and the Study Design

The metropolitan Oklahoma City public colleges are growing. Ten years ago in 1978, these five colleges comprised twenty-one percent of the college and university enrollment for the entire state of Oklahoma. Ten years later in 1988, these five colleges comprise twenty-seven percent of the total state enrollment.

The growth pattern of metropolitan Oklahoma City also seems to indicate a continuing growth for this area. There was a twelve percent population growth over the eight year period of 1980-1988. If this growth pattern holds over the decade of the 1990s, the metropolitan Oklahoma City area will have a population of 1.1 million by the year 2000. The enrollment of the five colleges in this study could jump from 36,457 in 1988 to 46,000 by the year 2000. The enrollment in these five colleges would then represent twenty-eight to twenty-nine percent of the total state enrollment, or nearly one out of three or four students in the state system. These colleges also serve nearly one-third of the African-American, Asian American, and Hispanic-American college enrollments in the state. As the metropolitan area continues to grow the ethnic minority student enrollment is likely to grow at an even faster rate. This kind of growth and representation makes this study even more important as the State Regents plan and look to the future.

The study report has been developed upon the basis of the site visits, the material furnished by local colleges, material furnished by the chancellor and his staff, and visits with state legislators, business and industry leaders, and State Regents. This report has been developed on the basis of three sets of recommendations:

1. The first set of recommendations has been developed utilizing the status quo situations with what appear to be obtainable changes within the current financial and political situation.
2. The second set of recommendations has been developed on the basis of changes that appear to be obtainable, but that may require significant changes in the financing and governance structure.
3. The third set of recommendations has been developed using the "blank sheet of paper" approach. Without consideration for the political considerations, what would be the best way to deliver lower division postsecondary education services to the citizens of the metropolitan Oklahoma City area?

Five well managed institutions are each delivering lower division collegiate offerings to the citizens of the metropolitan Oklahoma City. They operate in a competitive environment under five different names and five different governing structures, all under the State Regents. The State Regents organization is probably the strongest state-level coordinating board and organization in the nation. It is a one-of-a-kind organization among the states with some governing and some coordinating responsibilities. As the State Regents have endeavored to develop long range plans they see the specific need to better coordinate the delivery of lower division collegiate offerings in the metropolitan Oklahoma City area.

Over the past twenty years five competing college operations have emerged to serve the citizens of metropolitan Oklahoma City. Each college has developed its own governance structure, financing patterns, academic programs, and constituency. As the State Regents plan for the future they are asking the question as to if and how there can be better coordination of public lower division collegiate programs in the metropolitan Oklahoma City area?

Metropolitan Oklahoma City Population Growth

(Standard Metropolitan Statistical Area)

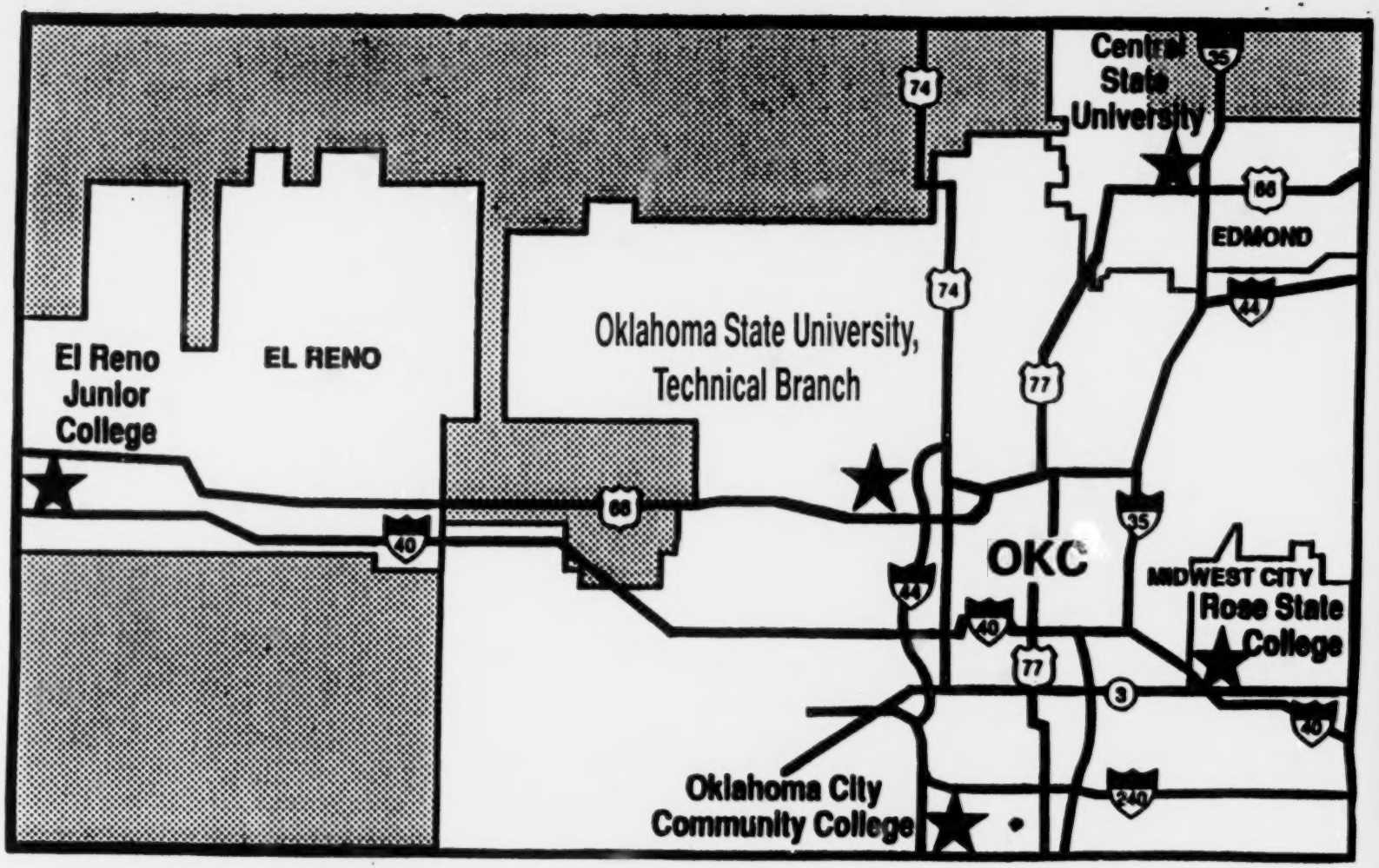
County	1980	1988	
Canadian	56,542	73,700	
Cleveland	133,173	163,400	
Logan	26,881	29,700	
McClain	20,291	24,100	
Oklahoma	568,933	613,600	
Pottawatomie	55,239	59,200	
Totals	860,059	963,700	= 12% growth

Unduplicated Headcount Student Enrollments for Fall 1988

Metropolitan Oklahoma City Public Colleges

Institution	Non-resident Alien	Black	Native American	Asian	Hispanic	White	1988 Totals	1978 Totals
Central State Uni	742	1,066	261	214	174	11,666	14,123	11,943
OSU Tech -OK Cty	23	211	78	115	47	2,783	3,257	2,293
El Reno Jr College	22	71	32	10	20	1,103	1,258	866
Rose State College	72	1,308	275	242	223	7.236	9,356	7,999
Oklahoma City CC	87	420	214	237	134	7,371	8,463	5,369
OK Cty Area Totals	946	3,076	860	818	598	30,159	36,457	28,470
Public and Private OK Colleges	4197	9,625	7,409	2,363	2,100	126,751	152,445	131,248
OK Cty Area Clgs % of All Colleges	23%	32%	12%	35%	28%	24%	24%	22%

Note: The total public colleges and univesity systems grew by 16 percent over the ten year period of 1978-1988, while the metropolitan Oklahoma City colleges grew by 28 percent.


El Reno
Junior
College
EL RENO
Oklahoma State University,
Technical Branch
Central
State
University
EDMOND
OKC
MIDWEST CITY
Rose State
College
Oklahoma City
Community College
74
35
66
44
77
40
3
240

The principal investigator visited each of the five institutions involved in the study, along with visits with members of the State Regents, the chancellor, and his staff members. Each institution was invited to furnish information materials as well as establish times when the principal investigator visited with local state legislators, college regents, administrators, faculty, and community representatives. These visits were conducted during the four day time period of June 20-23, 1990.

Cost

In terms of expenditures per student the three institutions offering community college programs are comparable and are lower than national averages. Differences in cost can be accounted for by size of institution and different programs/missions. As an example, El Reno Junior College has a per student cost that is $358 higher than Rose State College and $275 lower than the much larger Tulsa Junior College system. When viewed against other small colleges across the nation, their costs looks to be among the lower quartile of colleges.

Comparison of FTE Student Costs Based Upon FY 1989 Actual Costs

Metropolitan Oklahoma City Colleges	Headcount Enrollment	FTE	Cost Per FTE Student
Central State University (Lower Division)	7,398 LD Only	4,670 (Total FTE)	$3,075
El Reno Junior College	2,177	733	$3,359
OSU Technical-Oklahoma City	5,991	1,901	$2,950
Oklahoma City Community College	16,580	4,047	$3,180
Rose State College	15,194	5,350	$3,001
Totals-Metropolitan Oklahoma City	47,340	16,701	
Other Colleges			
Metropolitan Community College (Kansas City)	41,838	10,181	$3,811
Metropolitan Technical College (Omaha)	30,497	3,958	$4,878
Tulsa Junior College	34,981	7,897	$3,634
Dallas County Community College District (Texas)	209,196	29,857	$3,928

Source: An extrapolition of NACUBO statistics and information from the State Regents offices.

It is dangerous to make costs comparisons unless size of programs and missions are also comparable. In analyzing colleges and university costs, or the trends in students' ability to pay, a single question must always be asked: What colleges and which students? The institutions of higher education are so diverse, and the students attending those institutions are so diverse, that one must suspect the broad-brush statements about higher education. As an example, the average yearly tuition and fee variance among the different college attendance options ranges from a low of $100 in California community colleges to a high of $16,495 at Bennington College in Vermont. The U. S. college student has a large number of options and choices in determining college attendance-and college costs.

Even among the five metropolitan Oklahoma City colleges in this study the student general enrollment fee levels for FY90 vary from $527 per semester at Central State University to $506 per semester for the Oklahoma State University-Technical Branch-Oklahoma City, and $350 per semester for the three community college operations.

In 1988 there were 3,389 accredited public and private two-year and four-year colleges and universities in the U. S. On top of that number there are an estimated 8,000 postsecondary proprietary schools. In terms of the 3,389 colleges and universities, 1,367, or forty percent, are community, technical, or junior colleges enrolling forty percent of all college students. Community colleges are now the largest single sector of higher education. The next largest sector is the comprehensive four-year colleges, primarily public, numbering 595 institutions and enrolling twenty-seven percent of the students. There are 572 colleges classified as liberal arts colleges, primarily private, enrolling five percent of the students. The 213 doctorate-granting universities enroll twenty-eight percent of the students, and 642 specialized institutions, like seminaries and law schools, enroll three percent of the students. As would be expected, not only does this diverse array of institutions differ broadly in general enrollment fee charges, but they differ in significant ways in revenue sources and expenditure priorities.

Another way to analyze the financial condition of higher education institutions is to look at the expenditures per FTE. Private four-year colleges spend an average $12,050 per FTE student, while public community colleges spend an average $4,291 for college credit courses. However, analysis requires deeper look than surface figures. Several questions come to mind. What is the faculty workload? What is the research and graduate education mission of the institution? Is there an economy of scale in terms of size of institution and size of classrooms? What is the community service component of the institutional mission? What capital outlay has been included in the expenditure figures? Has the non-credit adult and

College Distribution of Undergraduate Students by Tuition and Fees, 1987 Across the United States

Annual Tuition/Fees	Percent of Students Attending
$1,000 or less	34.6%
1,001 - 2,000	37.4%
2,001 - 4,000	11.1%
4,001 - 6,000	5.6%
6,001 - 8,000	5.6%
8,001 and above	5.5%

Source: An extrapolation of College Board statistics.

continuing education enrollment been included or excluded in the FTE figures?

It appears that the annual tuition levels of $697 for Oklahoma community/junior colleges is slightly below the national average of $750 per year. Surprisingly, with the low tuition rate and considerable student financial aid, the college-going rate of thirty-four percent of recent Oklahoma high school graduates is also well below the national average. Attendance in a postsecondary program at a vocational-technical school would likely push the Oklahoma rate up another ten to fifteen percent, but even then the Oklahoma rate would still be below the national average of fifty-nine percent.

Metropolitan Oklahoma City Area High School Seniors College-Going Rate

Thirty-seven percent of the 17, 18, and 19 year olds, who graduated in 1987-88 from an Oklahoma high school, attended Oklahoma public or private college in the fall of 1988. The rate for the metropolitan Oklahoma City area was 34 percent.

National figures supplied by the Federal Bureau of Labor Statistics (BLS) using 16 to 24 year olds indicate 59 percent of the 1988 high school graduates and 60 percent 1989 graduates enrolled the following fall in a college program. These numbers are corroborated by the national longitudinal study High School and Beyond. These figures indicate that Oklahomans do not go directly to college at the same rate as the nation as a whole.

The BLS figures, when excluding those GED certificates awarded, would be reduced a few percentage points and the Oklahoma figures, when adding out-of-state migration, would be increased a few percentage points. The Oklahoma data on college attendance does not include Oklahoma students who attended out-of-state institutions and does not include all students who attended private institutions in the state as well. Nevertheless, there still seems to be a spread of at least 10 percentage points when comparing the immediate college-going rate of Oklahoma students with the nation. However, when considering those who enroll immediately after high school with those who delay their enrollment, the Oklahoma college-going rate and the college-going rate for the Oklahoma City SMSA takes on a different character. On the average, 65 percent of the high school seniors (not high school graduates) in a given class will attend an Oklahoma institution of higher education over time. When out-of-state enrollments and private institutions are included, the state figure may be extrapolated upward to be about 75 percent. For the Oklahoma City SMSA the college-going rate to institutions of higher education is 74 percent or nine percentage points above the state average of 65 percent.

As a consequence of this analysis the high school students college-going rate seems to be consistent with the rest of the nation. The organizational structure of the metropolitan Oklahoma City public colleges does not seem to have much impact one way or another on the college-going rate of younger students except in the smaller counties of Pottswatomie, McClain, and Logan. However, one must be careful when comparing local, state, and national statistics. The methodology for establishing the figures are not always developed upon the same basis. As an example, the national figures are developed upon the basis of high school graduates and the Oklahoma figures are developed on the basis of high school seniors. Another problem in dealing with these type of figures is the problem of the high school drop-out . . . those who never make it to the high school senior year. Where do they show up in national or state figures? Usually, they show up later in the community colleges or voc-tech schools as adults, and it appears that the serving of adults is a major challenge for the metropolitan Oklahoma City colleges.

The Annual Average Movement of Oklahoma High School Seniors (Combined Flow) into Oklahoma Public Colleges 1984-88 for Oklahoma City SMSA Counties

County	High School Seniors	First-Time Freshmen	Avg. % of H.S. Srs. Going On to College
Canadian	996	906	91.0%
Cleveland	1,831	1,216	66.4%
Logan	314	185	58.9%
McClain	357	179	50.1%
Oklahoma	6,422	5,145	80.1%
Pottawatomie	810	323	39.9%
Oklahoma City SMSA	10,730	7,954	74.1%
State Total	38,996	25,163	64.5%

Source: Student Data Report, 1988-89, Table 6, (STROCRO1)

Note: "Combined Flow" is the statistic traditionally cited as the "college-going rate." This method combines those students who are attending directly out of high school with those students who have delayed entry for one year or more.

A Funding Issue

One outstanding complication in this study is the fact that two out of five colleges, Oklahoma City Community College and Rose State College, are authorized as area school districts and empowered to issue general obligation bonds under Article X, Section 9B of the Oklahoma Constitution and cause taxes to be levied not to exceed five mills on the dollar valuation of taxable property in an area school district.

One of the major problems to immediately appear when discussing metropolitan Oklahoma City community colleges is that the local ad valorem taxing authority for these two colleges could be lost under any change in governance and organizational structure. One institution in particular has argued that millage elections will not be supported by citizens in one area school district that would benefit individuals not paying taxes in another area.

Resolution to questions which could possibly arise relative to Article X, Section 9 of the Oklahoma Constitution that relates to "Ad Valorem funds for state purposes," seem able to be appropirately addressed through inter-agency cooperative agreements. These agreements between technical education districts and colleges relate to appropriate formula of calculation of costs and expenses for college delivery of technical education instruction. Such agreements originally approved by the Oklahoma Attorney General's Office, also seem to resolve the question of spending area school dollars for students coming from a non-tax area.

The Five Public Colleges - Delivering Lower Division Services in the Oklahoma City Area

One finds a confusing array of public college names, different governing and taxing structures delivering lower division educational services to the citizens in the metropolitan Oklahoma City area. This situation is compounded by a separate, well-financed, and well run system of vocational-technical schools operating under different governance and taxing structures from the colleges, and offering a significant array of postsecondary education programs and services. By contrast, the non-system of five colleges are doing good work primarily because the first-rate leaders of these institutions, under the fine leadership of the state chancellor, are making it work through cooperative efforts . . . and just plain hard work. These five un-connected and quite different public colleges deliver lower division collegiate services to the citizens of the metropolitan Oklahoma City. They operate under five different names, five different local governance structures, and different tax structures all operating under the coordinating authority of the State Regents.

One can only wonder if the citizens and the business-industry leaders of the metropolitan Oklahoma City area have a very clear "picture-in-the-head" of the mission of these five colleges. Based upon a limited number of conversations, this investigator has concluded that the picture is pretty fuzzy for most people . . . particularly the adult population that must be served.

Central State University

Central State University is a large, metropolitan state university enrolling 7,400 lower division students. Most of these students come from the metropolitan Oklahoma City area. Of the nearly 20,000 headcount enrollment 12,500, or nearly two out of three students are enrolled in upper division and graduate programs. It is interesting to note that three out of four baccalaureate degree graduates at Central State University are transfer students coming primarily from area community and junior colleges.

It is clear that the leaders of Central State University want that institution to be an outstanding regional state university. The enrollment patterns indicate a clear emphasis upon upper division and graduate programs, and this is reflective of a significant need for these programs in the metropolitan area.

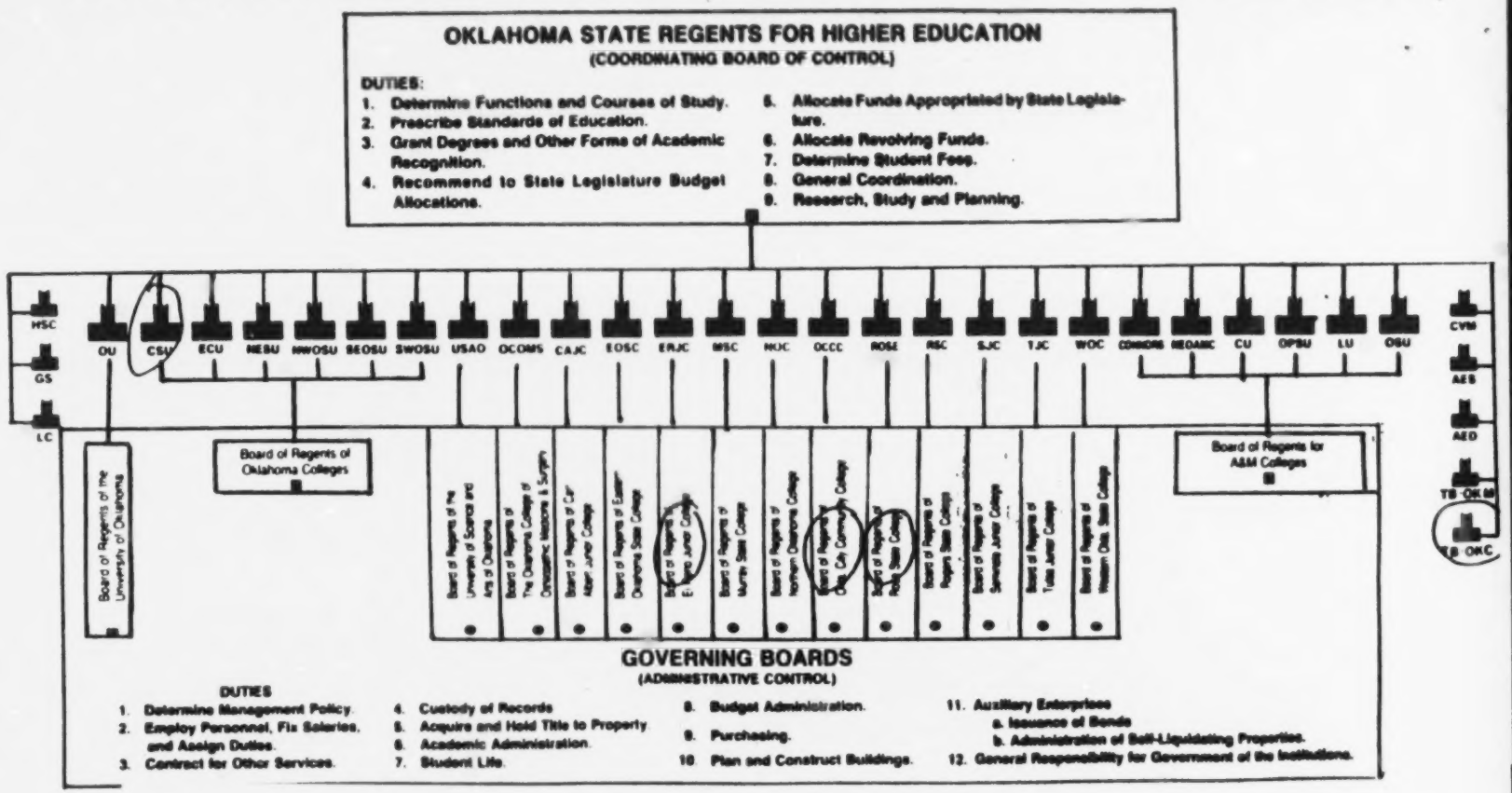
It is interesting to note that even though a large majority of the graduates of this institution are transfer students from community and junior colleges, there is no mention of working with these colleges in the recently developed long range strategies plan for this university. Central State University maintains an office and budget for a high school/college relations program, but no similar budget or office to work with the area community and junior colleges. This does not mean that Central State University has little or no interest in community and junior colleges, because in the day by day work they certainly do. But, this effort is not reflected in any official way in the long range planning, or budget allocation.

It is also interesting to note that Central State University maintains a significant developmental/remedial education program. Underprepared students will always be a part of the higher education scene, but one must wonder if this program really belongs in an institution with increasing emphasis upon upper division and graduate education?

El Reno Junior College

El Reno Junior Colleges is a fifty-two year old junior college, with a comprehensive community college mission servicing the western portion of the metropolitan Oklahoma City area. It does not enjoy an ad

THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION



■ Constitutional Boards
● Statutory Boards

State law provides for board of trustees for the three higher education centers- The Ardmore Higher Education Program the McCurteen County Higher Education and the University Center at Tulsa. These boards serve as administrative agencies for the centers where educational programs and services are provided by participating State System institutions.

Sayre Junior College, a municipally-owned two-year institution, recieves state support and is therefore a part of the State System, although not depicted on this chart of state colleges and universities. The local board of education, consisting of five members elected by the people of the Sayre school district, serves as the board of trustees for the college.

BEST COPY AVAILABLE

valorem tax base as do Rose State College and Oklahoma City Community College.

At least to some degree this college is limited by the good name of El Reno. The El Reno community is certainly supportive of the college, but other parts of the college service area do not appear to be as supportive.

This college has several strong programs including nursing, cooperative education, agriculture and equine program, prison program, and some business programs. However, low enrollments, particularly in second year programs is a strong limiting factor in any program expansion for this college.

To date no ad valorem funding agreement has been developed with the area vocational-technical schools and the college. The vocational-technical schools appear to be well funded, while the college is severely limited by total reliance upon state and tuition funding.

The campus location in the near proximity of the intersection of U. S. 81 and Interstate 40, places it geographically, culturally, socially, and economically in vastly diverse environments. The eastern half of Canadian County which includes the communities of Piedmont, Yukon, Mustang, and portions of Oklahoma City, are basically metropolitan in nature. The economy of the area is closely tied to the industrial and business climate in Oklahoma City. Consideration should be given to how this college can better serve, and have a more significant presence in the eastern Canadian County area.

By contrast, the communities to the north, west, and south of El Reno Junior College have relatively high numbers of minority residents. There is a much higher rate of unemployment and the general economic state of the area is in a negative posture. The economy is primarily agrarian based.

Studies made in the area high schools when the El Reno Junior College Upward Bound Program was being proposed, showed a much greater incidence of first-generation college students among the populations west of U. S. 81. This was true of the white as well as minority groups.

Oklahoma City Community College

Oklahoma City Community College operates as a large well-managed comprehensive community college under the State Junior College law, and as an Area Vocational School District under the state vocational-technical law. The college is responsible for developing and maintaining independent budgets operating under different sets of laws and state-level governing boards. Revenue to support the colleges general educational budget is primarily provided by the State Regents and student enrollment fees which make up about seventy-seven percent of the colleges' operating budget.

Funding to operate the South Oklahoma City Area School District vocational-technical program is provided through local property taxes. The Tax Commission reports that there are four school districts in this area school district: (1) Moore JR2, (2) Western Heights I-42, (3) Crooked Oak I-53, and (4) Oklahoma City I-89. The taxable area district (where Oklahoma City Community College had a presence before the vocational-technical area schools were established) is an area generally south of the Canadian River, east of the County Line Road, north of Southwest 89th Street, and west of Bryant Avenue but not including the area north of Southwest 36th Street and east of I-35.

Oklahoma City Community College offers degrees in Associate in Arts and Associate in Science, with seventeen areas of emphasis. The College also offers twenty-three Associate in Applied Science degrees and eleven certificates in technical-occupation areas.

The college is now eighteen years old, with an aggressive local Board of Regents and administration who want the college to develop long range plans that will help the college to better serve the citizens of

metropolitan Oklahoma City. They are particularly interested in community outreach. These long range goals include the expansion of the service area including meeting the student and employer needs in downtown and northwest Oklahoma City.

The college is now serving 16,500 headcount students which equates to 4,047 full-time equivalent students. By comparison Rose State College, also a comprehensive community college with a similar headcount enrollment, enrolls 5,350 full-time equivalency. It becomes obvious that Oklahoma City Community College serves many more part-time and unclassified students, while Rose State College serves many more full-time and fewer unclassified students. There seems to be two quite different working philosophies between these two large community colleges. The Rose State College philosophy seems to be more campus-based and traditionally collegiate while Oklahoma City Community College seems to be more community out-reach and non-traditional. This observation makes no value judgment on the effectiveness of one philosophy over the other . . . just that they are quite different and that fact must be recognized.

The Oklahoma City Community College Board and administrative philosophy is irrevocably committed to community collaboration and out-reach with an aggressive off-campus plan of action. In February 1990, the Oklahoma City Community College Board of Regents sent a resolution to the State Regents which states in part:

"Whereas, the education outreach of the College has been proactive; and

Whereas, on numerous occasions the College has been asked by business and industry throughout the metropolitan area to provide off-campus credit training; and

Whereas, the majority of the requests to offer general education courses north of our technical district have not been approved by the staff of the State Regents based on "geographic area" and objections of other college presidents; and

Whereas, over twenty-five percent of on-campus credit enrollment comes from the northwest quadrant of greater Oklahoma City; and

Whereas, the offering of credit programs and courses downtown and northwest has been an issue for six years with no resolution;

Now Therefore Let It Be Resolved that, in accordance with the State Regents' Educational Outreach Policy adopted at their February 22, 1988, meeting which states that the policy will be reviewed after one year and amended as necessary, the Board of Regents of Oklahoma City Community College requests that the State Regents review that policy and amend it for the purpose of eliminating the present staff procedures which permit the objections of one college president to result in prohibiting another institution from providing needed educational services to Oklahoma County and surrounding areas."

It appears that a persistent philosophical tension between Rose State College and Oklahoma City Community College has placed the State Regents in the position of referee and one of the motivating factors to sponsor this study.

Oklahoma City Community College has led the way in developing cooperative programs with the high schools, vocational-technical schools and the college. Enrollment increases are predicted for this institution based upon the following six areas of emphasis:

1. Expansion of college/employer partnership efforts.
2. Expansion of cooperative programs with vocational-technical schools.
3. Development of the tech-prep/associate degree program with feeder high schools, vocational-technical schools and the college.

4. An increase in the number of students requiring development of basic skills.
5. A continuing increase in older individuals requiring worker training and re-training.
6. Expansion of certain industrial developments, particularly in the aviation industry.

Rose State College

Rose State College operates as a first-rate comprehensive community college on a beautiful ninety acre campus including eighteen buildings. The college offers sixty-three degree programs and sixteen certificate programs. This college has particularly reached out to the ethnic minority community to encourage minority student recruitment and student success. Of the total fall term 1989 collegiate headcount enrollment of 2,120 were ethnic minority students representing nearly twenty-three percent of the collegiate student body.

Rose State College enjoys an unusual amount of community support and pride. The college has served the mid-Del and eastern metropolitan Oklahoma City in a first rate fashion. There is much community involvement in the life of the college. Rose State College has grown quite differently than the other four colleges in this study over its twenty year history.

Rose State College has become one of the largest single-campus institutions of higher education in Oklahoma. It has received national recognition for its partnerships programs with Tinker Air Force Base. Rose State College is one of the two community college operations in metropolitan Oklahoma City to have a local ad valorem tax base. The Tax Commission reports that there are four school districts in this area school district: (1) Oklahoma City I-89, (2) Crutcho D-74, (3) Midwest City-Del City I-52, and (4) Choctaw I-4). The taxable area district (where Rose State College had a presence before the vocational-technical area schools were established) has irregular boundaries, lying for the most part south of Northeast 23rd, east of Bryant Avenue, north of southeast 89th, and west of Henney Road.

The Mid-Del School District was the primary motivator in developing Oscar Rose Junior College, the first community college in Oklahoma county, and became the primary base for the ad valorem taxing district. Shortly after the establishment of Rose, Oklahoma City Community College was initiated in the Capitol Hill area of south Oklahoma City with local taxing authority similar to Rose State College. These two college districts serve roughly the south half of metropolitan Oklahoma City.

Oklahoma State University Technical Branch-Oklahoma City

In 1961 the Oklahoma City Technical Branch of Oklahoma State University was established as a two-year technical branch. In the early 1970s this branch campus expanded into such areas as nursing, firefighting, law enforcement, accounting, architectural construction, and computer science primarily serving the citizens of metropolitan Oklahoma City. In fact, today two out of three Oklahoma State University-Technical Branch-Oklahoma City students come from the northwest portion of Oklahoma City.

Thus, there has emerged in metropolitan Oklahoma City four competing community college type entities each with its own governance, programs, financing and its own constituency.

Oklahoma State University-Technical Branch-Oklahoma City is governed by the Board of Regents of Higher Education for A&M Colleges with the Campus Vice President/Director reporting to the President of Oklahoma State University. This institution operates as a specialized type of community college. The

mission statement states that it is a goal to provide learning opportunities for students in collegiate technical, college parallel, and continuing education programs which are suited to the economic and industrial needs of the metropolitan Oklahoma City area and the State of Oklahoma. It should be noted that this college is currently authorized to offer only the Associate of Applied Science Degree, yet a significant number of students transfer to university baccalaureate degree programs. It also should be noted that this technical college has experienced a three hundred percent increase in General Studies enrollment over the past five years. As a result of the changing make-up of the student body the college has requested authority to offer the Associate of Science Degree since so many students desire to transfer and need that option.

Despite a significantly higher tuition rate than the other area community colleges, Oklahoma State University-Technical Branch-Oklahoma City has experienced a forty-one percent increase in full-time equivalent students over the past five year period. It has also experienced a similar percentage increase in ethnic minority student enrollment.

Funding to match the stated mission appears to be the major problem for this institution. It is impossible for this college to fulfill its destiny with a fuzzy mission and continued funding cutbacks. Enrollment has increased significantly at the Oklahoma City institutions and the state funding has not kept pace at any institution, but at Oklahoma State University Technical Branch-Oklahoma City this situation has been particularly severe. It is apparent that this institution must limit enrollment, change mission, increase state appropriations, or secure an ad valorem tax base, or some combination of all of the above. Of the five institutions included in this study, this institution is in the most need of mission and resource clarification. It is a first-rate institution with a limited mission that has gone about as far as good management, ingenuity, and cutbacks can take it. It is in need of urgent mission and related funding clarification.

It should be pointed out that Oklahoma State University Technical Branch-Oklahoma City is currently operating as one would expect a comprehensive community college to operate. Two out of three students come from northwest Oklahoma City, with the vast majority of all students studying what would usually be considered community college programs such as the humanities and general education, along with technical education.

It should be noted that on May 23, 1990, President John Campbell of Oklahoma State University advised the State Regents that the Oklahoma State University Board of Regents had renamed Oklahoma State University Technical Branch-Oklahoma City to Oklahoma State University-Oklahoma City, and requested State Regents approval. Any change of name for this constituent agency at this time would appear unwise until the mission of this institution has been clarified. The name of an institution should reflect the function of the institution and Oklahoma State University-Oklahoma City certainly does not reflect the current specialized technical education mission of this institution . . . nor does it reflect the community college type operation of the campus. Any name change should be delayed until the long range mission of this institution is clearly established.

Seven Year Summary of State Appropriated Funds

Central State University

1982-83	$21,655,642		
1983-84	20,101,589	($1,554,053)	-7.2%
1984-85	20,307,903	206,314	1.0%
1985-86	23,337,188	3,029,285	14.9%
1986-87	20,985,408	(2,351,780)	-10.1%
1987-88	20,985,408	0	0.0%
1988-89	21,548,920	563,512	2.7%
1989-90	23,644,722	2,095,802	9.7%

El Reno Junior College

1982-83	$1,967,477		
1983-84	1,826,287	($141,190)	-7.2%
1984-85	1,847,177	20,890	1.1%
1985-86	2,080,702	233,525	12.6%
1986-87	1,871,022	(209,680)	-10.1%
1987-88	1,871,022	0	0.0%
1988-89	1,923,239	52,217	2.8%
1989-90	2,226,100	302,862	15.7%

Oklahoma City Community College

1982-83	$8,931,219		
1983-84	8,290,296	($640,923)	-7.2%
1984-85	8,358,749	68,453	0.8%
1985-86	9,370,169	1,011,420	12.1%
1986-87	8,425,900	(944,269)	-10.1%
1987-88	8,425,900	0	0.0%
1988-89	8,460,300	34,400	0.4%
1989-90	9,498,855	1,038,555	12.3%

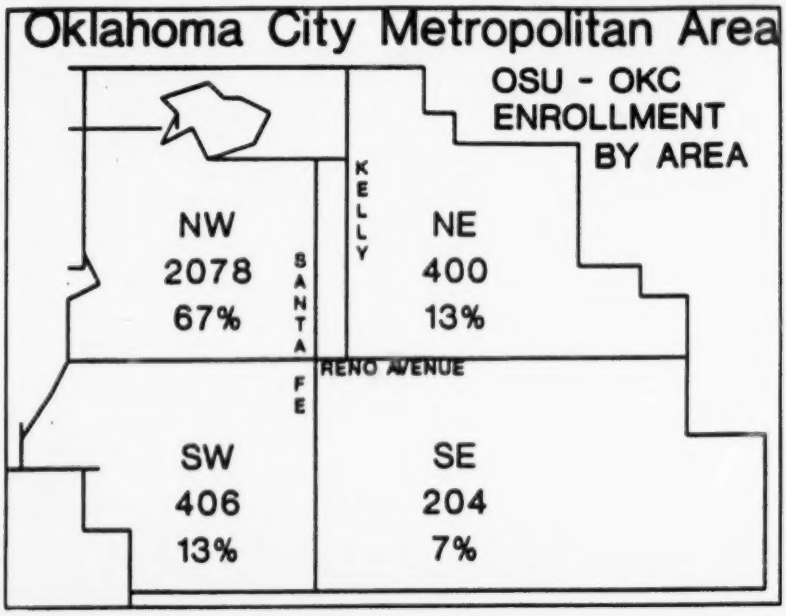
Rose State College

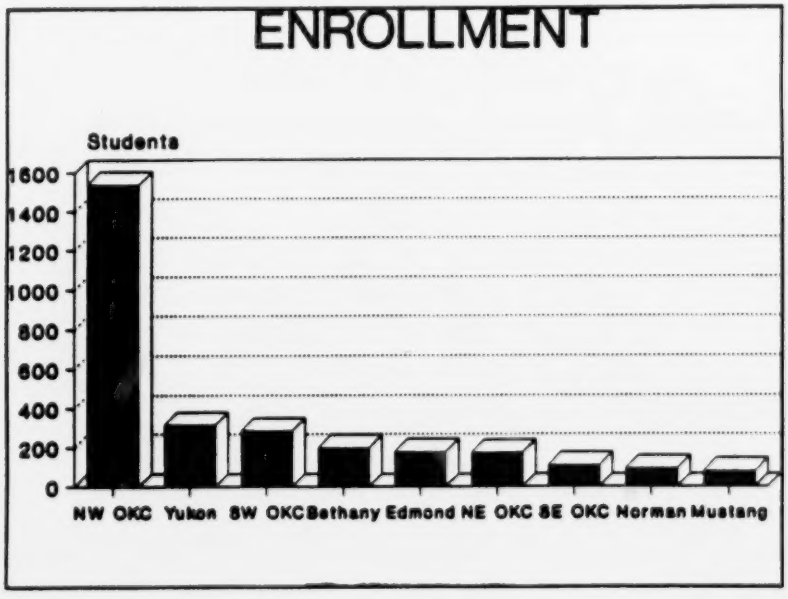
1982-83	$12,164,089		
1983-84	11,291,169	($872,920)	-7.2%
1984-85	11,404,162	112,993	1.0%
1985-86	12,812,912	1,408,750	12.4%
1986-87	11,521,705	(1,291,207)	-10.1%
1987-88	11,521,705	0	0.0%
1988-89	11,714,626	192,921	1.7%
1989-90	12,864,283	1,149,656	9.8%

Oklahoma State University Technical Branch-Oklahoma City

1982-83	$4,323,615		
1983-84	4,013,343	($310,272)	-7.2%
1984-85	4,034,510	21,167	0.5%
1985-86	4,609,300	574,790	14.2%
1986-87	4,144,803	(464,497)	-10.1%
1987-88	4,144,803	0	0.0%
1988-89	4,049,136	(95,667)	-2.3%
1989-90	4,402,207	353,071	8.7%

Oklahoma State University-Technical Branch is presently serving the Oklahoma City metropolitan area by strong enrollment support from northwest Oklahoma City students as indicated in the following charts.





RECOMMENDATIONS

A. Here and Now Recommendations

1. *Clarify Mission*

   The first and foremost action the State Regents can take is to clarify the mission of each of the five public metropolitan Oklahoma City colleges. A beginning point might be to insist that any public two-year college receiving state funds must have the word "community" in their title. Three of the colleges operate under the community college mission of providing transfer education, technical education, developmental education, adult and continuing education, and community service programs . . . so why not clearly identify them as El Reno Community College, Rose State Community College, and Oklahoma City Community College?

   While considering name changes, consideration should be given to changing the name of El Reno College to something more descriptive of a larger service area. The El Reno College name is certainly descriptive of one community, but this college should have a name that is descriptive of its much larger service area.

   Central State University has the clear mission of being a metropolitan regional university, so any name change of this institution should reflect baccalaureate/graduate degree status of an institution serving a large region.

   Oklahoma State University-Technical Branch-Oklahoma City is a speciality institution that is neither fish nor fowl, nor well understood. It should either become a community college campus under a new Oklahoma City Community College organization . . . or become a highly specialized statewide technical institute possibly offering the Bachelor of Technology degree in a few limited technical areas along with the Associate of Science and Associate of Applied Science degrees in specialized technical areas. (More will be said about this constituent agency in another recommendation.)

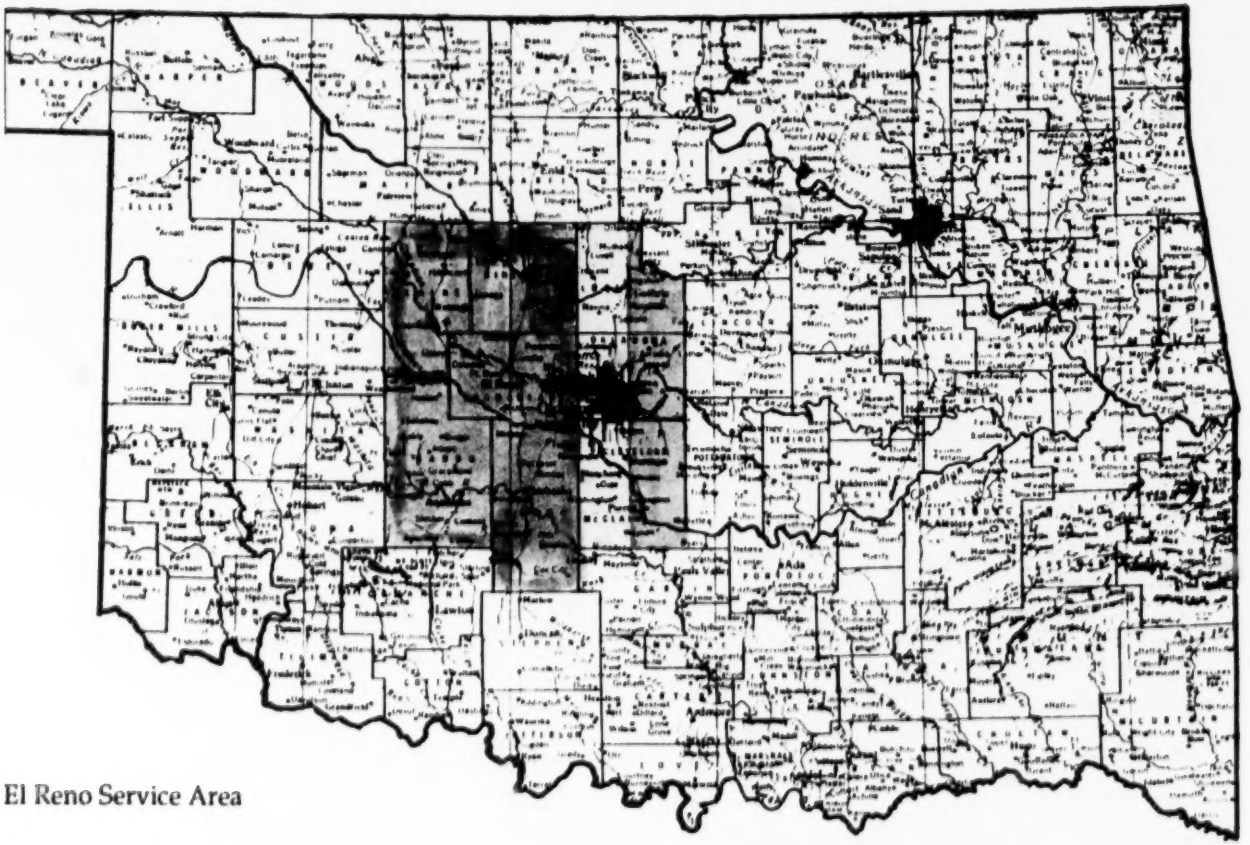
2. *Geographic Service Areas*

   Along with recommendation number one, the State Regents should declare a specific geographic service area for the three metropolitan community colleges. Although it is beyond the scope and expertise of this study to draw specific geographic lines, it would appear that El Reno Junior College could serve the western portion of metropolitan Oklahoma City, with Oklahoma City Community College serving the center portion including the downtown area, and Rose State College serving the eastern part of the metropolitan area.

   Central State University should limit its lower division offerings to the campus rather than competing with the area community colleges for lower division collegiate off-campus programs. Central State University should concentrate their off-campus programs upon upper division and graduate programs.

   Oklahoma State University-Technical Branch-Oklahoma City could serve the northwest Oklahoma City area if it became a comprehensive community college campus under a new Oklahoma City Community College organization. If it becomes a one-of-a-kind highly specialized technical education institute continuing to operate under Oklahoma State University then it would be a statewide institute coordinating its technical education programs with local community colleges.

Possible Community College Service Areas



☐ El Reno Service Area

☐ Oklahoma City Community College Service Area

☐ Rose State Service Area

BEST COPY AVAILABLE

It seems clear that the State Regents for Higher Education have the legal authority to define geographical service areas for each college. The Oklahoma Constitution Article XIII-A, Paragraph Two gives the State Regents the authority to determine the function of an institution within the state system. Also, provisions of 70 O. S., Paragraphs 4402, 4403, and 4411 appear to give authority in this matter.

3. *Vice Chancellor for Technical Education*

   The State Regents for Higher Education should establish a position of Vice Chancellor, reporting to the Chancellor, responsible for economic development, technical education, and possibly also developmental education. Currently, there is no person on the staff of the Chancellor who is of the comparable organizational stature of Roy Peters, State Director of the Oklahoma State Department of Vocational and Technical Education.

   Information from a memo dated March 14, 1989, to Chancellor Brisch from Melvin Todd indicates that state system colleges in FY 89 offered 409 vocational-technical programs at twenty-three sites serving 17,829 FTE adult students. The majority of these programs were offered in community colleges. At the same time the Vocational-Technical system, under Roy Peters, offered vocational-technical programs to 12,226 FTE adult students at forty-two sites. The college system serves 5,603 more students in the adult market than the vocational-technical system, yet there is no one on the State Regents staff to coordinate this large and growing program.

4. *Economic Development in College Missions*

   The State Regents should declare the community colleges a player in the economic development efforts of metropolitan Oklahoma City and give employers one phone number to call. One business leader told this investigator, "If I were to talk with someone in the two-year college system ... I have no idea who I should call."

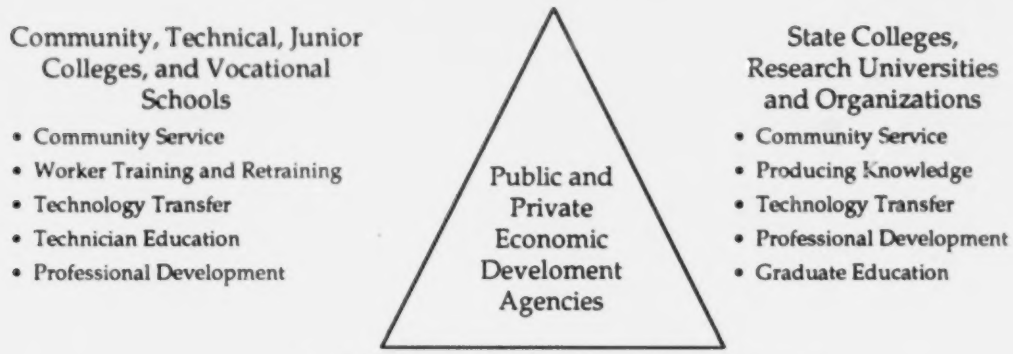
   In talking with business and industry leaders, along with college leaders, there appears to be considerable question as to whether the metropolitan community colleges have community service and economic development within their current institutional missions? The State Regents should clarify this matter with a clearly worded policy statement . . . or even policy demand that community colleges are directed to develop employer/college partnerships as a high priority in their community service programs. The State Regents for Higher Education may want to establish a special state-level economic development fund to provide incentive grants to local colleges to help motivate action in this area.

   Half the nation's governors today report that a decline in their manufacturing industries and related jobs and the changing nature of work is the most important economic obstacle facing their states. The erosion of several industrial sectors has forced many states to rethink and re-analyze their entire approach to economic development. A significant result of this review has been a re-orientation in the thinking of business and labor leaders geared to strengthening the economy by improving the competencies of the workforce at all levels.

   The good news from higher education's point of view is that the needs of the technological economy have re-focused attention on education as a vital component of economic development. During the 1970s and early 1980s economic development meant passing revenue bonds, building industrial parks, and wooing large industries from other states or other countries. The emphasis for the 1990s will be on human resource development, embracing the wisdom of eighteenth-century economist Adam Smith, who recognized that people are the prime economic resource and first responsibility of a state and nation.

One of the key emerging roles for the metropolitan Oklahoma City colleges to play in the decade ahead can be pictured in a new kind of economic development paradigm. Economic development has been traditionally been defined as the process by which individuals or organizations are motivated to invest capital in a community, generating or expanding industrial, commercial, or service activities and , thereby, increasing or retaining jobs. Increasingly, this process requires, particularly in a diverse metropolitan area like Oklahoma City, the cooperation of three diverse groups: public-private employers and labor; community, technical, and junior colleges; and research universities. Working together they can form an exciting new kind of metropolitan Oklahoma City economic development triangle. The success of this new paradigm hinges upon the commitment and cooperative efforts of the partners. Where it has been tried in states like North Carolina, South Carolina, and Iowa the benefits returned have been significant.

A New Metropolitan Oklahoma City Economic Development Triangle


Community, Technical, Junior Colleges, and Vocational Schools
• Community Service
• Worker Training and Retraining
• Technology Transfer
• Technician Education
• Professional Development
Public and Private Economic Develoment Agencies
State Colleges, Research Universities and Organizations
• Community Service
• Producing Knowledge
• Technology Transfer
• Professional Development
• Graduate Education
Public-Private Employers and Labor Groups

The metropolitan Oklahoma City of the 1990s must invent new solutions to meet new problems. A strengthened relationship between the employer community and the college community should be at the center of new initiatives to meet the challenges of the coming decade. Yet, adapting to change is never easy, especially in academia. Higher education institutions must develop new attitudes, new organizational structures, improved response time, and a host of modifications to match the pace of change . . . and this requires leadership coordination from the State Regents of the highest order.

5. *Technical Education Allocation*

In relationship to economic development, the State Regents should clearly define and allocate technical education program specialities for each college. Program allocation is cost effective and prevents unwarranted duplication in high cost programs, plus it provides the employer community with comprehensive training resources. This type of program allocation may require differential funding based upon program costs. Formula funding will not meet the specialized needs of high cost programs.

6. *Summit Conference*

In an effort to help the metropolitan colleges improve their technical education programs and improve the working relationships with the vocational-technical schools, this report recommends that the State Regents meet in a summit conference with the State Vocational-Technical Education

Board. At least six policy issues should be on the meeting agenda for discussion:

a. Review SJR 35 and how it is currently working ... If it is not working, a specific course of action should be developed to improve the situation.
b. Review the allocation of the federal Perkins Vocational Education Act dollars. At the moment no Oklahoma Perkins Act dollars are allocated to the community college technical education programs. This appears to be a violation of the intent, and certainly the spirit of the federal Perkins Act, particularly since the Oklahoma community and junior colleges are serving over sixty percent of the adult vocational-technical education students. The federal Perkins Act dollars allocated to Oklahoma in FY 1990 amounted to $13.4 million dollars, and future federal funding portends even a larger dollar volume as the new Perkins Act points this program in new technical education directions. High school/college collaboration is certainly stressed in the new legislation.
c. Request State Regents participation in developing the required state plan for vocational-technical education. Also, the State Regents should be well represented on the Oklahoma Advisory Council for Vocational Education. Perhaps the State Director of Vocational-Technical Education should be invited to sit in an ex officio capacity with the State Regents, and the Chancellor invited to sit in a similar capacity with the State Vocational-Technical Board.
d. A joint policy statement should be adopted encouraging cooperative efforts between local colleges and vocational-technical schools. Special jointly developed quality control state-level guidelines should also be developed to guide the local cooperative efforts. The metropolitan Oklahoma City institutions need this kind of state-level help as soon as possible.
e. Review the federal Job Training Partnership Act dollar allocation to Oklahoma and how these dollars are being spent? Can the metropolitan Oklahoma City colleges be of help in meeting the goals of this federal program?
f. Develop and adopt a policy statement calling for the development of the tech prep/associate degree programs with the metropolitan Oklahoma City high schools, the vocational-technical schools, and the community colleges. (A statement outlining the Tech-Prep/ Associate Degree Program is included as Appendix A with this report.)
g. Review the current partnership programs now underway between high schools and community colleges. If not much is going on then some state-level policy statement is needed to encourage cooperation.

7. *Common Course Numbering System*

If it has not already been accomplished, the State Regents should establish a common lower division course numbering system for all public colleges and universities. This procedure would be of significant help to students in the five metropolitan Oklahoma City colleges, particularly in comparing courses and transferring college credits.

8. *Off-Campus Classes*

The Chancellor and his staff should review the currently established narrowly drawn rules for local colleges to follow in offering off-campus classes. Changes are needed to give local colleges greater flexibility. Why shouldn't local colleges be allowed to operate within some broad state-level guidelines, without the necessity of course by course approval? State level guidelines should include geographic as well as programmatic stipulations. Such a change in operating procedures would reduce the paperwork in the Chancellor's office, and allow colleges the flexibility to better serve metropolitan Oklahoma City citizen needs.

Community colleges should certainly be allowed, even encouraged, to offer general education classes at the vocational technical schools. If the State of Oklahoma can offer upper division and

graduate classes by way of fiber optic cable television in public libraries and other places, why shouldn't lower division collegiate courses be offered by qualified instructors in educational institutions called vocational-technical schools? Community colleges should be encouraged to break the traditional limitations of time and place to better serve the increasing numbers of non-traditional students.

The State Regents are encouraged to review all current state-level policies impacting the adult and continuing education classes of community colleges. Wherever possible decisions about these classes are best left to the local Regents.

9. *Ethnic Minority Students*

   Since a large segment of the Oklahoma ethnic minority community lives in the metropolitan Oklahoma City area, it is recommended that the State Regents establish a special minority student success incentive program with a clear focus upon student recruitment, student retention, and student transfer to baccalaureate degree programs.

10. *Long Range Planning*

    The State Regents should consider the establishment of a special "Futures Commission or Task Force" charged with the duty of developing a statewide long range plan for the development of community colleges. A special section of the report should focus on the metropolitan Oklahoma City service area. The national "Building Communities" report developed by the AACJC Futures Commission could serve as the foundation for the development of such a study. Such a commission or task force should be broadly representative including members of the business/industry community.

11. *Quality Control Guidelines*

    A policy statement, jointly developed by the State Regents and State Vocational-Technical Board, encouraging cooperative efforts between local vocational-technical schools and local community colleges should be developed. After the policy statement has been developed, the Chancellor and State Director should develop some administrative directives to guide the local cooperative efforts. The directives should include some quality control guidelines that will help assure quality in all cooperative programs.

B. Recommendations Requiring Possible Legislation or Legal Changes.

1. *Funding Flexibility*

   The State Regents should request of the legislature, the authority to establish the general enrollment fee and tuition schedule of the various institutions ... If that authority is granted, it is recommended that the Regents establish a minimum tuition and fee level, and grant the local Regents the authority to go above the state established minimum. This would be one way to give local colleges a bit of flexibility in local funding.

   In addition to local Regents general enrollment fee and tuition flexibility some way should be found to give local community colleges a small ad valorem tax base. This would not only help to provide a feeling of local ownership, but it would provide local Regents with some much needed local funding flexibility and relieve, a bit, the constant pressure on state funding.

   The State Regents should encourage the state legislature to amend Article 10, Paragraph 9B of the State Constitution whereby locally authorized ad valorem levies could be made available to

community colleges as well as vocational technical schools.

2. *New Oklahoma City Community College District Plan*

   Consideration should be given to the creation of a new three campus Oklahoma City Community College District including the campuses of El Reno Junior College, Oklahoma State University-Technical Branch-Oklahoma City, and the current Oklahoma City Community College campus. However, this new entity should be created only if it can be developed with an area-wide ad valorem taxing authority and without endangering the current vocational-technical education tax base of Oklahoma City Community College.

   This new college district plan would specifically exclude Central State University and Rose State College.

   Central State University should remain just what it is and what it wants to be, a metropolitan and regional state university with special emphasis upon upper division and graduate programs.

   Rose State College has developed under a different operating philosophy with a strong base of community support. The only change recommended for Rose State College is for the State Regents to give this college a specific geographic service area in the eastern metropolitan area, and if possible a regional ad valorem tax base, without endangering the current vocational-technical taxing authority.

   Under a newly formed Oklahoma City Community College District it would appear that a new ad valorem tax base should cover central, southwest, northwest Oklahoma City and Canadian County.

   If at all possible, it would be wise to also bring the vocational-technical schools of Francis Tuttle and Metro into the new Oklahoma City Community College District on some basis. However, this change would involve another state agency, plus a different ad valorem taxing structure. It would also offer a different operating philosophy since Roy Peters, state director, has stated that the Vocational-Technical schools have no intention of offering associate degrees of any kind.

   The reason the metropolitan vocational-technical schools are involved in this recommendation is that it will be increasingly difficult in the future to offer first rate vocational and technical education programs without the collegiate math, science, and communications courses becoming an integral part of the technical education program. As the programs become more integrated it will be increasingly difficult for the vocational-technical schools to not offer the associate degree. If that issue is not resolved, many unecessary turf battles are in the offing.

3. *Alternate Plan*

   If El Reno Junior College is not included within the new Oklahoma City Community College District then a strong attempt should be made to change the name of this college and undergird it with an ad valorem tax base covering much of Canadian, Grady, Kingfisher, Blaine, and Caddo counties.

   If it is not possible to bring the Oklahoma State University Technical Branch-Oklahoma City Campus into the new Oklahoma City Community College District, then this institution should become a high specialized technical institute offering the Bachelor of Technology degree in a few limited fields. It should also be authorized to offer the Associate of Science degree in limited fields. The fundamental problem with this well-managed institution is that it is significantly under-funded. One of two things should happen to this institution to improve its funding base. Either it should become a comprehensive community college under a new governance and financing structure, which is the preferred recommendation, or a highly specialized, one-of-a-kind technical

institute offering associate and baccalaureate degrees in limited areas and continuing under the governance of the Board of Regents for the Oklahoma A&M Colleges.

In this alternate plan, or under any other similar plan, Oklahoma City Community College should be given a specific geographic service area that includes downtown, northwest, and southwest Oklahoma City. If El Reno Junior College and/or Oklahoma State University-Technical Branch-Oklahoma City cannot become a part of a new Oklahoma City Community College District, then it will be necessary to authorized the current Oklahoma City Community College to begin the development of programs to serve downtown and northwest Oklahoma City.

If a new Oklahoma City Community College District can be formed including El Reno Junior College, Oklahoma State University-Technical Branch-Oklahoma City, and the current Oklahoma City Community College, then a new local board of regents must be appointed that is broadly representative of the larger service area. Such a new entity could be known as a three campus Oklahoma City Community College.

The multi-campus structure for the new Oklahoma City Community College is preferable to a multi-college structure. Experience in other parts of the nation indicate that multi-campus operations experience less rivalry, fewer turf battles, more flexibility, and are easier to manage than the multi-college operations. The multi-campus operation requires only one accreditation, rather than separate individual college accreditations, one academic senate, one meet and confer or bargaining process, and just generally delivers the limited resources to the front lines of teaching and learning with a smaller administrative central office. Campus names of a new district could be descriptive of areas served such as Southwest, Northwest, and Western campuses of Oklahoma City Community College. Examples of this type of organization include Tarrant County Community College (Fort Worth), Texas; Portland Community College, Oregon; Northern Virginia Community College, Virginia; and Miami-Dade Community College, Florida.

4. Even though it is beyond the scope of this study, some comment must be made about the strong Oklahoma Vocational-Technical School System. It is a well-funded and well-managed system. This makes it difficult to offer criticism. However, it must be pointed out that this type of organizational pattern is unlikely to meet the high technology needs of the future. An additional study should be made on the advantages and disadvantages of bringing the vocational-technical schools and the community colleges together under one organizational structure. If this cannot be done, then additional study should be made as to how to encourage greater cooperation among and between the vocational-technical schools and the community/junior colleges. As more and more occupations will require some form of postsecondary education and higher levels of math, science, and general education, it appears the metropolitan Oklahoma City vocational technical schools and the community colleges are headed for increasing head to head competition unless something can be done now to head off the unecessary turf battles.

C. A New Beginning

If there were no community colleges serving the metropolitan Oklahoma City area, and if a twenty year history of institutional development had not happened, what would be the recommended community college structure?

First of all the assumption is made that there would be no change in the State Regents structure. In the judgement of this observer this is the strongest higher education coordinating board in the country. The

Oklahoma State Regents for Higher Education is unique among the states with constitutional governance and coordinating authority. This means that the State Regents have unusual authority and complimentary responsibility. This responsibility includes providing the citizens with the most effective, efficient, and well coordinated higher education system possible.

Utilizing the "clean sheet of paper approach," it is recommended that a multi-campus metropolitan Oklahoma City Community College be established to serve the citizens of metropolitan Oklahoma City. A multi-campus operation is distinguished from a multi-college operation as outlined in the previous recommendation. An appointed local board of regents would serve as the governing body of this new entity. A college president would be chosen by the Regents to serve as the chief executive officer for the college with a small central office staff.

The metropolitan Oklahoma City area would be declared a vocational-technical district for ad valorem taxing purposes. The vocational-technical school operation would be brought under the Oklahoma City Community College Board of Regents and work as an integral part of the new comprehensive community college system.

This new comprehensive community college would offer transfer education, vocational-technical education, adult and continuing education, adult basic and developmental education, and a strong community service program including an energetic college/employer relations office to help develop college/employer partnerships.

Local college campuses would be headed by a provost or campus dean. Each local campus would offer at least one speciality (one of a kind) technical education program. It would be possible to find at one of the campuses in the metropolitan Oklahoma City area a vocational-technical education program to meet most employment needs.

In summary, if we were starting new, a metropolitan Oklahoma City Community College could provide cost-effective, lower division collegiate programs, with little duplication, little in-fighting, and maximum services to the citizens.

It must be pointed out that it is usually easier to build a new house than to significantly repair the old structure. The same can be said for organizations. Therefore, the priority recommendations will be found in Sections A and B.

APPENDIX A

The Tech Prep/Associate Degree Program

for

Metropolitan Oklahoma City Students

by

Dale Parnell

The heart of the message we have heard from parents, students, politicians, and policymakers is this: Give us more structure; give us more substance in our educational programs. *Help us develop the confidence that the materials and scaffolding of our educational structures match real-life needs of all our students.*

We simply cannot allow the debate about the importance of the liberal arts and the practical arts to degenerate into an either/or argument. They are both important and balance is needed. Education excellence must be defined in terms of connectedness and applicability, particularly for that sixty to seventy percent of the population who do not work as well, nor as effectively, when dealing only with the abstract. The liberal arts and the practical arts absolutely need each other.

Students in vocational-technical education programs must meet the same basic skill requirements as other students seeking the high school diploma, but in an applied academics mode. It must be quickly pointed out that a course in business-letter writing can be rigorous and help students demonstrate writing skills. A course in business mathematics can also be rigorous and help students master computing percentages or applying statistical methods. An applied physics course can be rigorous and help students master essential academic knowledge through practical experiences. Connectedness, and continuity are key words in any reshaping of the curriculum aimed at improving the secondary school education for the middle quartiles of students.

Research and experience tell us that students work better with goals; indeed, so do we all. Yet there is a lack of clarity in what high schools and postsecondary institutions expect of their students. Furthermore, there is poor communication between these two educational entities. Even more serious, there is a subtle but stubborn provincialism that suggests that program *articulation*, the careful building of bridges between high schools and colleges, and program *evaluation*, the careful measure of program success or failure, are extraneous to the primary mission of either group.

The national reports have given only cursory attention to the need for application and literacy continuity in learning, forgetting all the dangerous lessons that the business world has learned of late-what happens when the left hand does not really understand what the right is about? The indicators are not difficult to find.

The concern that high school students are still not concentrating on developing the "new basics" has been confirmed in a study by the National Center for Education Statistics. The study found that students are not taking recommended courses in such basic subjects as mathematics, science, and computer science. Interestingly, in the twelfth grade, the senior year, fewer courses were completed in these targeted areas than in any other high school year, even though these seniors were below recommended math-science competencies.

High schools generally do not have a good sense of how the students perform once at college or in the work world, as the colleges and universities, with rare exception, do not keep them informed. Community colleges, who often must deal with students who have failed to reach their own or others' expectations upon high school graduation, are particularly lax in letting high schools know how their former students are doing.

Generally speaking, although the high school courses a student takes do not seem important in getting him or her into a community college, they may be absolutely critical to success once the student is there. Yet, there is precious little communication to high school students from the community, technical and junior colleges about college *exit* requirements and the recommended high school preparation related to these exit and program completion requirements.

Training and education have become integral to most broad-technology workers whether they be nurses, law-enforcement officers, electronic technicians, aircraft technicians, computer operators, auto-service personnel, or marketing representatives. IBM now requires each technician, marketing representative, and systems analyst in that large corporation to spend nineteen to twenty days (one working month) in education and training programs each year. And IBM is not alone in requiring such programs of its employees. Such widely diverse companies as State Farm Insurance, Southwest Forest Industries, Manufacturers Hanover Trust Company, Abbott Laboratories, Central Illinois Light Company, Citicorp, Steelcase Inc., Valley National Bank of Arizona, and Caterpillar Tractor Company all are moving education and training programs into high priority positions in terms of strategic planning for economic growth.

It is estimated that thirty billion dollars is spent annually by U. S. public and private employers for employee education and training programs. This figure does not include costs for training in the military. The Department of Defense estimates that some fifty billion dollars is spent on education and training per year when all DOD education and training costs are included. Public and private employers are concluding that the competencies and related performance of the work force are the major factor in determining the economic and social health of their enterprise.

Clearly, more and more secondary schools and community colleges are waking up to the reality of cooperating in curriculum development to match a new technological world.

It is absolutely imperative that high schools and colleges, particularly community, technical, and junior colleges, become aggressive in examining, developing, and sustaining quality educational programs to serve that great host of Americans who keep this country working.

Who will keep our airplanes flying-

our water flowing-

our electricity charging-

our hospitals operating-

our trains tracking-

our computers clicking-

our cars running-

our laws enforced-

our good and services sole-

in a society saturated at every level with technology and information?

The prediction that community colleges of the future will work closely with employers has already come true. *Three out of four community, technical, and junior colleges now report their participation in one or more employer/college partnership arrangements.* The time has arrived to take the next step in establishing formal community college program partnerships with high schools? *How about establishing a new four-year tech-prep/associate degree program of cooperation between high schools and community, technical and junior colleges?*

Many academically talented secondary school students have been well served over the years by the college-prep/baccalaureate degree program, and that work.must continue with even greater vigor and attention. But the ordinary students, the middle fifty percent of the high school student population, have not been served so well. Some eleven million students out of the forty million now enrolled in elementary and secondary schools will not even graduate from high school. Many of these drop-outs will find their way to the community college within a few years without the requisite preparatory background.

It should be underlined at this point that the college-prep/baccalaureate degree program remains one of the priority programs for the community college. More and more recent high school graduates are experiencing a cost effective and excellent undergraduate two years in a community college. *In case study after case study students report they experienced the best teaching of their college careers in the community college.* More students must be encouraged to continue on through the community college and to complete the baccalaureate degree program. Community colleges are working diligently and must continue to do so to provide a first rate program leading to the baccalaureate degree. But the traditional college prep/baccalaureate degree program is not the focus of this report, even though it remains a top priority in the work of the community college.

Assumptions About the Tech-Prep/Associate Degree Program

The tech-prep/associate degree program advocates taking a step beyond the current and usually cosmetic high school/college partnership arrangements into *substantive* curricular coordination. The program seeks a middle ground that blends the liberal arts with the practical arts without diluting the time honored baccalaureate degree/college-prep track. A closely coordinated four year (grades eleven through fourteen) liberal-technical education program will provide more room for an electives program than can be achieved in two unconnected years.

The program targets are (1) the middle quartiles of the typical high school student body in terms of academic talent and interest, and (2) the mid-range of occupations requiring some beyond high school education and training but not necessarily a baccalaureate degree. The tech-prep/associate degree program rests on the following assumptions:

1. Additional program structure and substance are required for most high school students.
2. Continuity in learning and application literacy are important and often vital ingredients for student success.
3. Community, technical and junior colleges have generally failed to give clear signals to high school students and their parents about what constitutes an exemplary high school preparatory program, particularly to those student headed for technical education programs.
4. The most growth over the next fifteen years will occur in those occupations requiring some postsecondary education and training but less than a baccalaureate degree. Professional and technical workers are expected to replace clerical workers as the largest single occupational group.
5. Most of the emerging (and some of the older) technical education programs cannot be completed adequately in two years, particularly if the student has not had adequate secondary school preparation. The junior and senior years of high school can be better utilized by many students. The senior year in particular has sometimes been seen as a waste of time for some students. Excellent liberal/technical education program require more time. Furthermore, high schools report little technical education is going on at that level.
6. The current twenty-seven percent high school drop out rate can be reduced if students understand the "why" of their learning as well as the "what." This means a breaking down of the walls between vocational and academic education. The largest volume of high school drop outs occurs between grades ten and eleven. This volume can be reduced if students see ahead of them a focused alternative learning program that connects the curriculum with real life issues.
7. Focused learning motivates more students than does the unfocused general education smorgasbord of courses.
8. The associate degree is becoming an increasingly preferred degree by employers for entry into many mid-level occupations.
9. Secondary schools must be preparatory institutions for *all* students and not just for college prep/baccalaureate degree bound students. Students must be better prepared to take the next step, whatever that step may be.
10. Standards of excellence must be developed for all programs, rather than just some programs.
11. Guidance programs must present all high school students with a curricular program where goals are clear. The guidance program must also be prepared to help students shift their goals from time to time. Aimlessness is one of the plagues of secondary school and college students: goals must remain within clear vision of the student.
12. High school and college faculty and administrators can coordinate their program and can communicate more effectively when a clear signal is given from the policymakers that there is a policy demand upon the system to carefully articulate.

The four year, grades 11-12-13-14, tech-prep/associate degree program is intended to run parallel with and not replace the current college prep/baccalaureate degree program. It combines a common core of learning and technical education and rests upon a foundation of basic proficiency development in applied math, applied science, applied communications, and technology-but with the tests of excellence applied to these program as well as others.

Beginning with the junior year of high school, students select the tech-prep program (even as they now select the college prep program) and continue for four years in a structured and closely

coordinated high school/community college curriculum. They are taught by high school teachers in the first two years, but must also have access to college personnel and facilities when appropriate. Starting with a solid base of applied science, applied math, literacy courses, and technical program, the high school portion of the career program is intentionally preparatory in nature. Built around career clusters and technical systems study, such a tech prep approach helps students develop broad based competence in a career field and avoids the pitfalls of more short term and narrowly delineated job training. *It is the responsibility of the high school to open up the world for the high school student rather than close it down through narrow and specific job training.*

The high school, or vocational-technical school, tech-prep program must dovetail with specific technical education programs on the postsecondary level. More intense technical specialization is developed at the college level, always in tandem with broad technical competence and broad education competence aimed at working in a "wide-technology" society. The community college technical education programs include law enforcement, nursing, electronics, computers, business, marketing, entrepreneurship, agriculture, electron microscopy, construction trades (usually in cooperation with the apprenticeship program), mechanical technologies, and many others.

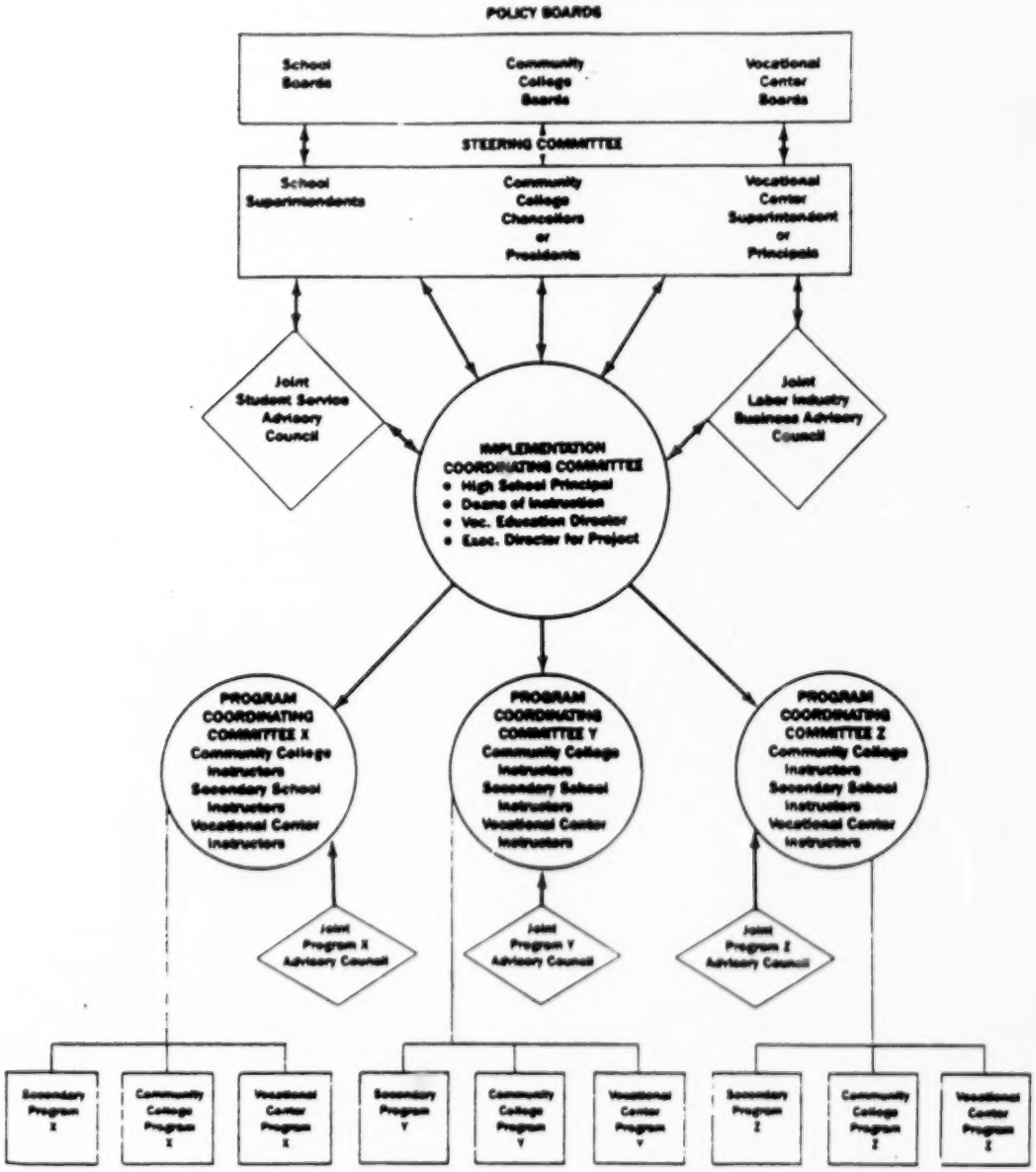
It is anticipated that one result of this program will be the enhancement of the associate degree so that it will become the preferred degree for employers seeking to fill a broad range of mid-level occupations. As a result of employer demand, many students are now seeking the associate degree as a preferred career development goal. Over 450,000 of these degrees were awarded in 1988 and the trend is upward.

The tech-prep/associate degree program requires curricular coordination. Most of all, it requires high school, vocational-technical school, and college leaders and faculty members to talk regularly with one another, and with employers.

The tech-prep/associate degree concept provides a dramatic model for educators wishing to avoid slippage and loss of continuity in learning. Most important, it brings program structure and substance to the ordinary student.

- Students will develop sound basic skills and knowledge.
- Student will obtain first rate technical education preparation.
- High schools will motivate more students and perhaps lose fewer students between grades ten and eleven because they can see a future for their efforts.
- Colleges will gain better prepared high school graduates.
- The tech-prep/associate degree program will encourage more high school students to continue their education in meaningful ways.
- Employers will gain better prepared employees to work in a wide-technology society.

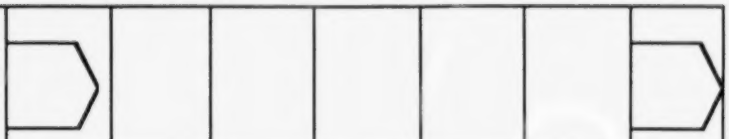
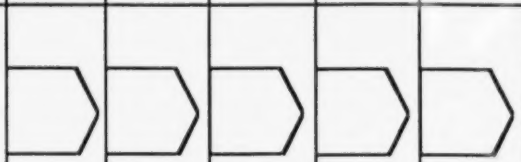
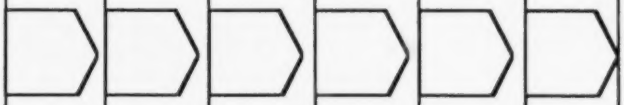
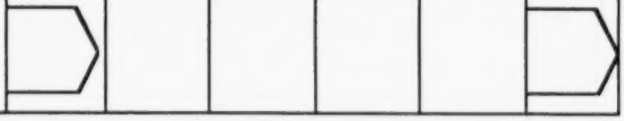
Sample Coordination Structure



BEST COPY AVAILABLE

The Tech-Prep/Associate Degree

Sample Time Line

Meetings	Months
1. Meetings of Policy Boards to establish policy demand upon the various systems and hear progress reports.	
2. Meetings of the Steering Committee to establish the operational procedures, establish program priorities, appoint the Implementation Coordination Committee, and review progress.	
3. Meetings of the Implementation Coordination Committee to appoint Program Coordinating Committees, meet with Joint Labor Industry, Business Advisory Council, and operationalize the program.	
4. Meetings of the Coordinating Committees to discuss, develop, and agree upon program specifics.	
5. Meetings of the Joint Student Services Advisory Council.	
6. Meetings of the Joint Labor, Industry, Business Education Advisory Council.	

APPENDIX B

The Basic Elements of the Community College Philosophy

There are five fundamental elements that generally characterize the excellent community college. *These five elements form the basis for the community college philosophy of education.* They are the articles of faith for those who live and work in these unique American institutions.

First among the five basic elements of the community college philosophy is the belief that these colleges must be *community-based.* They see themselves in partnership with the communities they serve. The fact that these colleges are often locally controlled gives them even deeper local roots.

In recent years these colleges have nearly become the modern version of the land-grant universities. They serve the public and private employers of a region. Nearly all of the 1,211 community, technical, and junior college campuses across the nation now report some type of partnership arrangement with employers and others in the community. Community colleges have a long history of working effectively with local community organizations as well as with local employer and employee organizations. Nearly all vocational-technical education programs are supported and advised by advisory committees composed of community professionals working in specific occupational areas related to a specific curriculum. In fact, community colleges often utilize the expertise of local citizens by bringing them into the faculty as part-time instructors. Thus, the town-and-gown barrier has been effectively removed.

The community college school day is a long one, and the average age of its students is twenty-nine. If you visit a community college at eight in the evening, you will see a much older adult population being served than at eight in the morning. Life-long learning in action can be observed in these community based institutions.

The roots of the community college grow deep in the high schools that feed students into the college. Too often, in times past, some community colleges have paid insufficient attention to developing partnership arrangements with high schools. *The "opportunity with excellence" theme is greatly diminished unless community colleges coordinate their program with the feeder high schools.*

A key work in the community college-community based philosophy is access. There is strong evidence that geographical access to classes makes a considerable difference in the rate of college attendance. Where the college is far away or where the classes are not held at convenient times, the rate of attendance is much lower than when the reverse is true. A community based characteristic of the community colleges is that it does not insist that all students come to a central campus. Education and training are brought to the student in local businesses, churches, high schools, union halls, and shopping centers, at all times of the day or evening. *The community college has broken the barriers of time and space in the delivery of educational services.*

The second element of the community college philosophy is *cost effectiveness.* Community colleges endeavor to maintain low costs and low tuition.

The average 1990-91 student tuition in the community colleges across the country is $750. Although the amount may vary from state to state, it is an article of faith that the community college tuition remain low. The low tuition combined with state and federal financial aid programs ensures that these colleges are financially accessible to most of the citizens they serve. Even in financially

difficult times community college leaders will go to any length to avoid raising student tuition rates.

A second aspect of the cost effectiveness tenet is low operating costs. Not only do community college leaders work hard at maintaining low student costs, they also work hard at maintaining low taxpayer costs. Community colleges are the low expenditure institutions in higher education.

Continuous efforts are made to trim and modernize operating costs in community colleges. Each year the National Association of College and University Business Officers in cooperation with the U. S. Steel Corporation sponsors a national competition with colleges and universities to encourage innovative cost containment ideas. Lane Community College in Eugene, Oregon, has won the national competition two out of three years. Community colleges always do well in this competition. This observation does not mean that other colleges and universities are not concerned about cost containment practices; they all are! But, because the community college is a teaching institution without a research mission, and because there is intense local interest in the work of these colleges, the operating costs tend to be lower.

The third element of the community college philosophy is a *caring environment*. We haven't talked enough in higher education about that. John Naisbitt writes about the "high tech/high touch" society in which we live:

> *Now, at the dawn of the twenty-first century, high tech/high touch has truly come of age. Technology and our human potential are the two great challenges and adventures facing humankind today. The great lesson we must learn from the principle of high tech/high touch is a modern version of the ancient Greek ideal-balance. We must learn to balance the material wonders of technology with the spiritual demands of our human nature. (Naisbitt, Megatrends, 1984)*

On campuses, in classrooms, in counseling centers, at admissions windows, and in administrative offices of the community college the student usually finds a caring environment.

The typical image of a college student is a nineteen-year-old recent high school graduate attending school full-time. But the community college student is often quite different. Community colleges serve recent high school graduates and serve them well, but they also serve part-time students and adults. There is a tremendously diverse population in the community college, and providing a caring environment for that diversity may be its greatest strength.

The need for a caring environment is everywhere: in schools, stores, unions, and businesses. The more technology that is thrown at us, the greater our need for caring, for human touch, for kindness, for respect, for self-esteem. This need should not be left up to the counselors to fulfill. Each individual who enrolls in a class or comes to the campus must feel that the community really cares about him or her as an individual. Community colleges work hard at meeting this responsibility, and partially measure their effectiveness against the degree to which they have established and maintained a caring environment.

Necessity is certainly the mother of invention, and survival has been a motivator among community college student personnel workers. A variety of strategies have been developed to help students succeed in completing their community college courses. Students are tested to screen them in rather than screen them out. Orientation programs, particularly for high risk students, are being developed. Early intervention and tutorial services are commonplace. Integrated student support services covering orientation, early intervention, tutorial services, developmental education, learning resources, and other retention services show much promise.

Community colleges do not pride themselves on how many students fail, but rather they rejoice at how many succeed. *In the absence of a caring environment that places great emphasis upon individual student success, excellence can be smothered easily by the weeds of an impersonal "business as usual."*

The fourth crucial element of the community college philosophy is a *competent faculty*. These are the individuals who are the center of the caring environment.

Folk wisdom has it that college teachers are generally a dissatisfied lot and that many community college faculty members, who would prefer to be teaching in universities, are the most dissatisfied of all. George Riday, professor of Psychology at Citrus Community College in California, and two of his colleagues decided to find the truth. They compared the degree of job satisfaction/dissatisfaction among secondary school faculty, community college faculty, and four year college and university faculty. What they found was that teaching is a satisfying and fulfilling profession regardless of teaching level, and that community college faculty ranked the highest on the faculty satisfaction scale.

> *A close view of the specific scale areas and items on the survey instrument yields insights into some of the sources of satisfaction for community college teachers. They highly value the feeling of achievement and accomplishment in their personal progress and in the performance of their students. They prize their association with their students and colleagues, they enjoy being part of the campus environment, and they feel recognized and rewarded. The work itself is highly satisfying, and the conditions under which they work are favorable . . . The community college offers a setting where the faculty may justifiably feel that they have a teaching career worthy in its own right, not a stepping stone to a higher level of education. Clearly the community college need not perceive itself "junior" to the four year collegiate institution with respect to job satisfaction for faculty. (Riday et al. 1984-85)*

This brings us to the fifth element of the community college philosophy. These colleges believe in a *comprehensive community college program* with the liberal arts and technical education programs working in a thoroughly integrated manner. What is "vocational" in today's job market? There is nothing more "vocational" than Spanish classes for a law enforcement officer in some of our communities. In that sense, foreign language courses are "vocational." What is more "vocational" than speaking and analytical skills for a salesperson? The good jobs of the future will demand well-educated and application literate workers. In today's technological society colleges simply cannot have first rate technical education programs unless they are integrated with liberal arts programs. A first rate technical education program requires an extensive applied math, science, and literacy base, an understanding of our economic system, and some exposure to cultures other than our own. Community colleges have brought vocational education into the ivy-covered walls of the collegiate world. *The real competition for jobs in the future will be between the well-educated and the not-so-well-educated.*

To meet the needs of its student body, the community college has developed a variety of programs. The college transfer program is designed to equip students with the knowledge and credits to transfer to a four-year college or university and to pursue a baccalaureate degree. The junior college (and now the community college) has always offered an excellent university parallel program with first rate "teaching" professors. Most colleges and states have now developed college credit transfer articulation agreements that allow students to transfer credits without slippage.

Increasingly, strong academic students are choosing the community college for their first college experience. As community colleges install honors programs and become more aggressive in seeking out these students, their numbers will continue to grow in the community college ranks. The community college transfer program also provides a second chance for many students: those who, for all kinds of reason, did not succeed their first time around in the traditional four-year college or university. As the community college accepts them with open arms and provides additional learning support services, these students find they can now succeed in baccalaureate degree program.

The college transfer curriculum also provides that common core of learning so essential to any

college student. The humanities, the liberal arts, the fine arts, are as important to the electronic technician as they are to the engineer. *Caring, compassion, and understanding, the central focus of a liberal education, can help all of us who live and struggle together on this single globe called Earth.*

The developmental education program helps individuals develop the proficiencies to be life-long learners. It also helps individuals remove the educational barriers that impede progress toward their goals. That barrier may be reading speed, or writing skills, or computational deficiencies, or memory training, or problem solving skills, or analytical skills. The emphasis in developmental education is on diagnosis, prescription, and program placement. This program is vital to the success of the open-door colleges. Some colleges refer to the program as college preparatory, for it helps individuals develop the knowledge and skills to negotiate college level work.

The adult and continuing education program is basically non-credit and particularly designed for individuals who desire to learn for the sake of learning, to upgrade themselves, to acquire a new skill, or in some cases for job retraining. Much of the continuing education program is built around the notion of occupational extension. In the past there have been few educational extension opportunities for those occupations which require less than a bachelor's degree for job entry. In this modern information age there are almost endless adult and continuing education needs in the ever changing field of occupational upgrading and retraining.

The community service program is another important aspect of the continuing education program. As an example, in our multicultural and diverse society, community colleges have said we dare not leave the fine arts and lecture series to those institutions serving only the university community.

Finally, one of the continuing intractable problems confronting our society is the need to help the victims of socio-economic deprivation to develop the basic education skills so desperately required to move on to a baccalaureate degree and/or to success in an occupation. Community colleges have their collective sleeves rolled up and are heavily involved in the task of helping the socio-economically disadvantaged individuals remove their educational barriers and move into the economic mainstream of American life.

That is the template of excellence to lay over the work of the community colleges. *They are community based, they are cost effective, they offer a nurturing and caring environment, they pride themselves on having a competent faculty, and they offer a comprehensive program to meet an assortment of educational needs.*

Community, technical, and junior colleges are a vast and growing force in America. They enroll a stunning fifty-five percent of all the freshmen in institutions of higher learning across the country today. Approximately eight percent of all adult Americans will take one or more classes in an American community, technical, or junior college this year. These institutions are acting out and modeling our national commitments.

In a nation with a moral commitment to access and opportunity, community colleges are the accessible institutions. In a nation with a tremendous need for skilled workers, community colleges are fulfilling that need. They are helping a host of citizens discover that marketable skills give them liberating competence and the confidence that they can do something well-that they can cope with real life. In a nation leading in information age development, community colleges are the institutions that are helping trigger economic revitalization by matching skills to the needs of the employers. In a nation that emphasizes accountability, community colleges are a cost-effective part

of higher education. In a nation deeply concerned about the quality of life, community colleges are leading the way by providing quality-of-life experiences for all levels of working men and women across this great nation.

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
DEC 20 1991